

Parsloes Primary School

Special Educational Needs and Disability (SEND).

Parsloes Primary School is an inclusive school and may offer the following provisions to support children with SEND, over and above High Quality Teaching for all.

Strategies to support Learning

Support to become independent learners:

- Visual timetables, learning walls, previous modelled work displayed
- Pre-teaching of vocabulary, word banks and subject content
- Adapted curriculum; access to specialist resources; modified reading and writing materials; alternative recording methods
- Peer support
- Personalised targets

Strategies to facilitate access to the curriculum:

- In class support from teachers / SLT member's / Teaching Assistant's / Learning Mentors / SSA / Nursery Nurses
- One-to-one support to facilitate use of modified resources and access to an adapted curriculum
- Access to Structured Teach and work stations
- Specialist approaches to learning activities to meet pupils' individual needs
- Outside advice from other professionals e.g. Educational Psychologist, Advisory teachers

Strategies to support Literacy

- Planned intervention for groups and individuals within the class
- Phonic interventions with trained teaching assistants
- Reading intervention groups with SLT/ teacher's / teaching assistants (trained in following specific intervention programmes)

Strategies to support Numeracy

- Planned intervention for groups and individuals within class
- Withdrawal in small group for catch up maths. SLT/ teacher's / teaching assistants (trained in following specific intervention programmes)
- Resources eg Numicon

Strategies to support Speech and Language

- Access to the speech and language therapy service for assessment, reviews and modelling to staff and parents
- Speech and language intervention for small groups and individuals carried out by trained teaching assistant

Strategies to support Social, Emotional and Mental Health Needs (SEMH)

Social skills to develop self-esteem

- Nurture groups to develop children ability to resolve problems, look at emotions and social interaction skills techniques
- Social stories to support changes to routines, strategies to cope with emotions
- Social, Emotional Aspects to Learning Education
- Personal, Social and Health Education

Strategies to promote emotional well-being

- All SLT and teaching staff are in the playground before and after school to meet parents / children
- Teachers meet and greet the children in the morning, as the children line up in the playground before school, at playtimes and after lunch
- Staff are regularly updated in safeguarding procedure.
- Vulnerable register given to staff termly
- Parents meetings, reviews, reading record books, telephone and email communication
- One-to-one support (Learning mentor) to support vulnerable children
- Links between school and local Authority Access and Attendance Officer
- External advice from the Educational Psychologist
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Access to Play therapy
- Using the Thrive approach
- Access to Draw and Talk
- Access to Art Therapy / School Councillor

Strategies to promote good behaviour

- Whole school positive behaviour system
- Behaviour Assemblies
- Playground leaders
- Structured lunchtime activities e.g. clubs, tournament, football club
- Individual behaviour support plans in consultation with parents and staff
- Home/ school liaison book
- External advice from the behaviour support team and other professionals when needed
- Use of behaviour / reward charts; incentive schemes
- Individual Positive Behaviour Support Plans
- Pastoral Support Plans

Strategies to identify children with SEMH

- Children can be assessed with either a Boxall Profile or with Thrive
- Children can be assessed individually, in small groups or as a class
- When children have been assessed there are structured interventions which the children will participate in

Medical

Interventions

- Liaison with / training from external professionals to cover a range of needs e.g. Epi-pen training; Epilepsy training (including the administration of emergency medication); occupational therapy; physiotherapy; speech and language
- Delivery of planned (by professional) intervention by teaching assistant
- Individual Health Care plans for children with significant medical needs and allergies (reviewed annually)
- Strategies for the use of personal medication
- Welfare assistant to support with personal care
- Trained teaching assistants and office staff attend a one day first aid awareness training (emergency medical training)
- Trained teaching assistant's/ nursery nurses / First aider paediatric trained in first aid
- Access to advice / assessment from external school nurse
- Advice from professionals e.g. visual and hearing
- Disabled toilet
- Ramp access to building and lift access in two story building

Communication with professionals and parents

- Liaison and advice from a wide range of external professionals
- Regular review meetings with parents
- Annual reviews for children with statements and EHC plans
- Common Assessment Framework (CAF) to support families and children with varying needs
- Team around the Family (TAF) meetings to support implement of CAF
- Parents are invited to see interventions modelled
- Reports to external agencies to support the child's needs e.g. referrals to CAHMS (Child and Adolescent Mental Health Service); CDT (Child Development team), Children's Services, Social Care

If you are concerned that your child may have Special Educational Needs or have a complaint:

- Discuss your concerns with your child's class teacher
- School SENCo contact details:

Michelle Basri: mbasri@parsloes.bardaglea.org.uk

Nicola Baker: nbaker@parsloes.bardaglea.org.uk

School Office: 020 8270 4925

For the Local Authority's Local Offer click below:

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>